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ABSTRACT

This manual for student evaluation personnel, one in a series of nine staff development guides prepared by the Philadelphia School District, clarifies roles and responsibilities of various staff members and parents in providing programs to meet the career and vocational education needs of mildly to moderately handicapped students. Designed to be relevant to the specific needs of student evaluation personnel, this manual is organized into four sections. The first section provides an overview of vocational and career education of handicapped students from the perspective of student evaluation personnel. Topics covered include legislative implications, special considerations, vocational options and skills, testing the handicapped, developing the Individualized Education Program, and preparing vocational assessment reports. The second section provides information on specific role responsibilities of student evaluation personnel as shown on the specific responsibilities grid; individually discussed in this section are the roles of child study evaluation team members and vocational education evaluators. The final two sections of the booklet consist of a summary and selected readings. An appendix profiles 10 vocational evaluation systems. An annotated bibliography is also included. (KC)

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STUDENT EVALUATION PERSONNEL

Career Planning and Vocational Programming for Handicapped Youth

Prepared by The Alliance for Career and Vocational Education
The National Center for Research In Vocational Education
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Columbus, Ohio 43210

and

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FOREWORD

The issues of civil and human rights for the handicapped have had a major effect on our society. Several pieces of federal legislation, later adopted as state regulations, have been at the forefront of change in the delivery of special education services. This legislation includes The Education for All Handicapped Children Act (P.L. 94-142), The Vocational Rehabilitation Act, Section 504 (P.L. 93-112), and The Amendments to the Vocational Education Act (P.L. 94-482).

All of these mandates describe our society's commitment to quality programs for handicapped students, including special attention to career and vocational development.

Each law also outlines and requires adherence to the concept of "least restrictive environment"--the notion that, to the maximum extent appropriate to their needs, handicapped students should be educated with their nonhandicapped peers. A handicapped student should not be placed in a segregated or restrictive setting unless it can be shown that the student cannot benefit from a less restrictive program, even with the use of supplementary aids and services.

These manuals have been developed to clarify roles and responsibilities of school staff and parents in providing programs to meet the career and vocational education needs of mildly to moderately handicapped students. I believe that you will find the materials extremely helpful. I commend their use and application in the interest of forwarding our commitment to the provision of outstanding educational opportunities for our exceptional students.

Michael P. Marcase
Superintendent of Schools

PREFACE

The Division of Career Education and the Division of Special Education of the School District of Philadelphia are proud to introduce this series of manuals on critical aspects of career education for exceptional students. Our dialogue in planning these books has strengthened our conviction that including career education instructional goals at every grade level is essential to the development of an appropriate program for all children.

The manuals reflect the Philadelphia School District's efforts to implement the following Career Education goals for exceptional students:

1. To assure that all students leave the Philadelphia schools with the skills, knowledge, and attitudes necessary to gain and maintain employment or to continue their education or training to the fullest extent possible
2. To make all career development and vocational programs accessible to all students without regard to sex or other traditional occupational stereotypes
3. To assure the accessibility of all career development and vocational programs to students with handicaps
4. To increase school-related work site experiences and employment opportunities for in-school youth
5. To assure that occupational training programs respond to the present and projected employment needs of the community

Faith in the exceptional student's capabilities is critical in achieving these goals. Every student can learn, and it is incumbent upon us as educators to ensure that students do learn to the best of their individual ability. An increased awareness of career education programs and our related roles--as administrators, teachers, counselors, and parents--will foster the development of an educational program that realizes the potential of each exceptional child. It is with this approach in mind that these materials have been developed, and we urge you to use them to improve instructional programs for exceptional students.

Win L. Tillery
Executive Director
Division of Special Education

Albert I. Glassman
Executive Director
Division of Career Education

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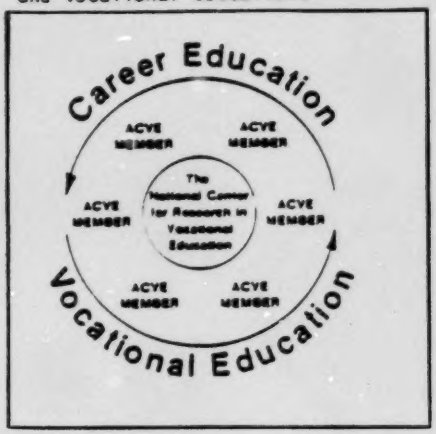
INTRODUCTION

The Alliance for Career and Vocational Education is a consortium of school districts from across the country and the National Center for Research in Vocational Education at The Ohio State University. The consortium was formed so that school districts and the National Center could work together on common priorities in career and vocational education.



This cooperative arrangement creates a "multiplier effect" whereby each school district, in addition to the outcomes and services for which it has contracted, also receives the products developed by other Alliance members. Thus, school districts are able to develop and implement comprehensive programs at far less expense than would be possible by working alone. The outcomes of the Alliance research and development efforts have enabled member districts to provide increased flexibility in career and vocational education programs that address the needs of all students. Alliance training programs and materials have also enabled members to expand from traditional forms of instruction to the development and management of individualized programs.

The enactment of legislation and the subsequent development of regulations and guidelines affecting education for handicapped individuals have a major impact on vocational education and its collaboration with special education.

The School District of Philadelphia contracted with the National Center for Research in Vocational Education, the Alliance for Career and Vocational Education, for assistance with the development of a comprehensive staff development plan for special and career education for handicapped youth. This project resulted in the development of the Policy and Procedures Manual and eight role-specific training manuals that comprise a comprehensive staff development package for collaboration between special and vocational education in the School District of Philadelphia.

The materials have an overall theme of "Career Planning and Vocational Programming for Handicapped Youth." The Policy and Procedures Manual is designed to provide a conceptual and programmatic overview of the career planning and vocational programming processes for handicapped youth in the Philadelphia School District. The manual communicates Philadelphia's commitment to appropriate career planning and vocational programming for handicapped youth. The eight training manuals are designed to be relevant to the specific needs for the following groups:

- Administrators and Supervisors
- Principals
- Teachers
- Supportive Service Personnel
- Psychologists
- Student Evaluation Personnel
- Counselors
- Parents

Each manual contains an overview of the opportunities for each school staff or faculty member to assist handicapped youth in career planning and vocational education. In addition, the manual contains role-specific responsibilities, including activities and projected outcomes.

Policy and Procedures Manual

Major emphasis is placed on the functions of the Child Study Evaluation Team (CSET) and the development of the Individualized Education Program (IEP) as structures for conducting the assessment, evaluation, and follow-through for vocational placement and supportive services. The manual also includes information on full service implementation of vocational programming for handicapped youth and the procedures necessary for the monitoring and evaluation of programs.

The Policy and Procedures Manual further identifies the definitions and legal implications that provide the guidelines for programmatic structure and focuses on the process and procedures necessary to provide career planning and vocational programming for handicapped youth. Also included are a glossary, several appendices, and a comprehensive bibliography containing state-of-the-art reference materials.

The Policy and Procedures Manual and role-specific manuals are to be presented as a part of a comprehensive staff development plan designed to assist school staff in providing career planning and vocational programming of the highest quality.

Acknowledgement is given to the following people from The School District of Philadelphia who served as members of a task force in the development of this manual: Richard Glean, George W. Davis, and Rhew McLaughlin. Special acknowledgement is given to Georgia Zeleznick and Rhe McLaughlin, Division of Special Education, who facilitated the preparation of all the manuals in this series.

To the staff of the National Center for Research in Vocational Education, The Ohio State University, acknowledgement is given as follows: Carol J. Minugh, Dian Morse, principal writers; Linda Buck, Janie B. Connell, principal reseachers; Regenia Castle and Beverly Haynes, technical assistance; and Janet Kiplinger and Brenda Sessley, editors.

OVERVIEW FOR STUDENT EVALUATION PERSONNEL

Overview

An appropriate educational program for handicapped students must be designed to prepare him/her for independent living in his/her community. Skills that lead to independence can be pinpointed in various curricular areas and accumulate over a lifetime. Educational personnel have the responsibility for designing and implementing educational programs for handicapped students through the age of twenty-one years. Training for entry into the world of work is a process that begins during the very first years of school for everyone and may lead to training in occupational skills in a vocational program for some before the public shcool experience is completed.

The preparation of the educational progam for handicapped students includes vocational education where appropriate. It is the responsibility of psychologists, evaluative personnel, teachers, therapists, and others to describe a student's strengths and weaknesses as in critical areas of work related and work skills. The object of evaluation is a program that reflects the student's current educational needs while taking into account building more complex skills for his/her achievement of greater competence and independence in the future. Periodic evaluation of physical/medical status, emotional/social behavior, interest and aspirations and current capability in intellectual and motor skills is required to design an indivlualized education program whereby the handicapped student can acquire the skills

needed for a successful and purposeful life.

The purpose of this manual is to provide the reader with a strategy for developing an assessment plan through which a sound educational program including vocational education may be designed for handicapped students.

Legislative Implications

Recent legislative mandates require vocational education, when appropriate, as a part of handicapped students' total educational program. By federal statute, the vocational education program is required to provide a sufficient variety of services and supplementary aids so that handicapped youth have genuine opportunities to benefit from all facets of vocational education. These laws mandate every child's right to a free, public education in the least restrictive environment. Education must be appropriate for each child and must provide the child an opportunity to have a purposeful and successful life.

A Look at the Legislation

- Public Law (P.L.) 94-142, The Education For All Handicapped Children Act of 1975, states that public agencies will ensure equal access and availability to vocational education for handicapped students. Vocational education is to be a part of the free, appropriate education for the handicapped. A written Individualized Education Program (IEP) plan is mandated for each handicapped student.

- P.L. 94-482, The Vocational Education Amendments of 1976, set aside 10 percent of the total grant for hand capped students.

- P.L. 93-112, The Rehabilitation Act of 1973, mandates that handicapped students are to be educated along with students who are not handicapped, to the maximum extent appropriate to the needs of the handicapped students. This is commonly referred to as providing the least restrictive environment.

Special Considerations

Providing appropriate employment training and job placement for handicapped people is necessary and urgent. Handicapped persons are unequally represented in the work force, even though they have demonstrated repeatedly their ability to perform at the same level as nonhandicapped persons at virtually all employment levels. Vocational education is needed to provide skills training to junior and senior high school handicapped youth.

The purpose of assessing students is to describe a program that reflects the pupil's current educational needs in terms of his/her current skill levels.

Assessment data must be used positively to describe the best program for the pupil at a given point in time; and not negatively to screen the pupil out of program options.

It is important that current data be used to prepare educational programs, and evaluative personnel may be cued to initiate the assessment process by any of the following:

- At the appropriate age/grade of the student
- By the request of the parent

- By the request of the student
- By the request of professional personnel implementing or supervising the student's educational program

The evaluation process cued by one of the above begins with the formulation of a plan for what information is to be collected and how the collection will be made.

Vocational Options and Skills

Evaluators participating in the preparation of vocational programs for handicapped students must have knowledge of the following:

- jobs available in the community or region
- skills required to do the job and relate to superiors and co-workers in the job setting
- program options in which students can acquire work and work related skills
- minimal skills required for entry and probable success in available program options
- related services and supplementary aids which some handicapped students may require to benefit from their educational program

Assessment personnel can become familiar with the above by consulting with special educators and vocational teachers. The vocational teachers have the expertise required to delineate the skills students need to do a job, and the delineation of these skills will provide focus for the assessment process.

Once the evaluators have information on jobs and training options available to the student, a focused description of the student's capabilities can be made. Generally, evaluators will need information in the areas listed below to make decisions about vocational programs and the preparation of vocational programs for handicapped students:

- Personal history from records and interviews with parents, pupils and interested others
- Medical history to determine status of health and physical condition which may have implications for job selection and training
- Social/emotional skills
- Academic skill levels
- Interests and aspirations
- Work habits and attitudes

The above list may be modified to reflect other information, if required, on behalf of any given student, in order to make a decision about the educational program.

Options for vocational education are available to handicapped students in a variety of settings which may be described in terms of their restrictiveness, i.e., the degree in which the program is carried out in settings with nonhandicapped students. Handicapped students must be educated with their nonhandicapped age peers whenever appropriate. Decisions as to what degree of restrictiveness is appropriate for any

given handicapped student must be based on the individual characteristic of the student, as documented by assessment of current skills and capabilities and weighed against the degree to which new work and work-related skills can be aquired by the student in any of the options. Table I on the following page presents a hierarchy of options for vocational education from least to most restrictive. The least restrictive option is the base of the triangle. Regular vocational education no special support services, would comprise all the approve vocational education courses in the comprehensive high schools, area vocational technical schools and the skills centers. The most restrictive option, the work activity center, would comprise training in job skills and related behaviors through the use of powerful methodology by specially trained teachers and aides in low student-to-staff ratios. This option would be appropriate for few if any mildly handicapped students. It is important to note here that Table I is not an exhaustive representation of options. New trends in the education and training of students who were thought to be too handicapped to function in any but the most restrictive options of the sheltered workshop or work activity center have generated support that some can learn skills and function in competitive, community-based, real-work settings.

The challenge will be for administrators, supervisors, teachers, therapists, counselors and evaluative personnel to discover new options for the education and training of all handicapped students in work and work related skills. It is also

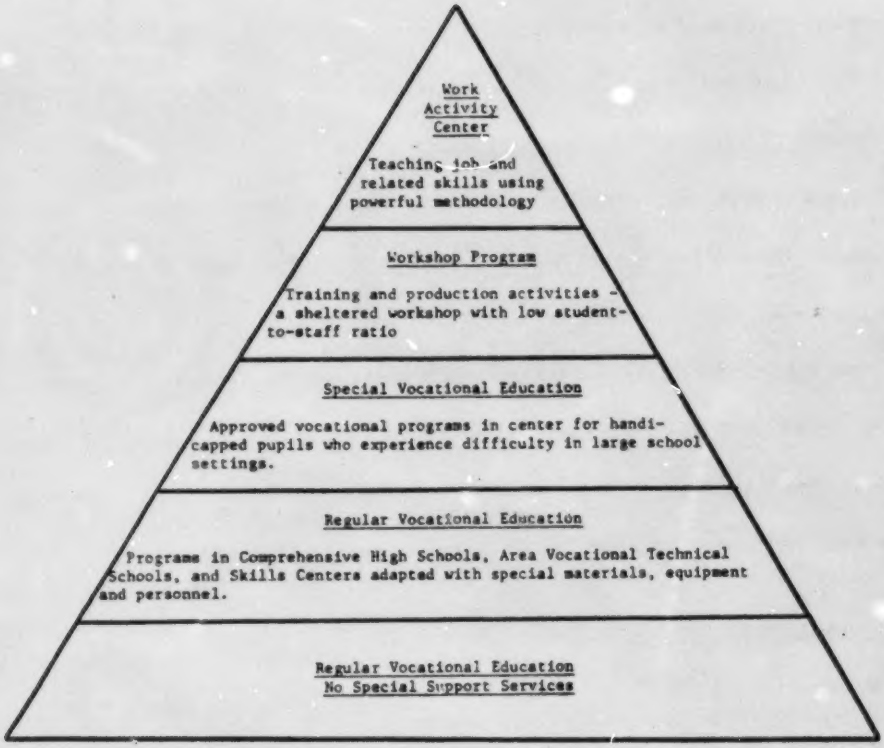

Work Activity Center
Teaching job and related skills using powerful methodology
Workshop Program
Training and production activities - a sheltered workshop with low student-to-staff ratio
Special Vocational Education
Approved vocational programs in center for handicapped pupils who experience difficulty in large school settings.
Regular Vocational Education
Programs in Comprehensive High Schools, Area Vocational Technical Schools, and Skills Centers adapted with special materials, equipment and personnel.
Regular Vocational Education
No Special Support Services

Table 1: Hierarchy of options for vocational education of handicapped pupils, from least to most restrictive.

important to note here that all handicapped students have legal access to all program options for vocational training. Students are recommended for an option based on their performance of demonstrated skills. No option corresponds to a disability category, disability that is, students who are severely or profoundly impaired are not automatically assigned to a Work Activity Center. Recommendations for a program at a given level of restrictiveness must be supported by the results of sound assessment.

Work-Related Skills

There are conditions and prejudices that inhibit or completely impede a handicapped student's progress toward vocational maturity. Research has repeatedly shown that when handicapped students fail in the work place, it is not because they lack specific occupational skills, but because they may have negative attitudes, poor habits, immature thinking and decision-making skills, and a lack of job-seeking and work-adjustment skills. A review of the student's level of skill attainment in these areas would be useful in preparing the IEP for a handicapped student.

Areas of Essential Job-Seeking Skills

- Competencies including salable job skills
- Ability to present oneself as a worker
- Ability to cope with the application and interviewing processes
- Realistic expectations of job requirements

- Willingness to accept employer standards
- Freedom from unrealistic personal or family-imposed job barriers
- Ability to use transportation to the job site effectively.

Areas of Essential Job-Holding Skills

- Ability to work to capacity
- Ability to maintain a stable job record
- Acceptance of job supervision
- Mastery of necessary job skills
- Willingness to improve oneself
- Acceptance of working conditions

Areas of Essential Work-Adjustment Skills

- Acceptance of oneself, and ability to maintain self-confidence
- Ability to interact positively with others
- Control of temperament and ability to display emotional stability
- Ability to display initiative, reliability, and honesty
- Control of peculiar mannerisms
- Ability to maintain a professional appearance
- Ability to handle health problems, financial/legal problems, family problems, and living arrangements appropriately
- Independence from chemical substances

Areas of Essential Vocational Maturity Skills

- Establishment of realistic long-range and short-term goals
- Reasonable knowledge of job-seeking skills
- Adequate level of basic academic skills
- Possession of decision-making skills
- Positive attitude about gainful employment

- Ability to communicate on the job
- Possession of physical and mental requirements for the job
- Ability to manage free time and personal finances
- Acceptance of the limitations on personal freedom that result from gainful employment

Since these competencies are quite similar to the school district's kindergarten through twelfth grade curricular program for career development, which is a required instructional component for all handicapped students, assessment of the student's progress through the career development curriculum by the CSET should provide a direct and instructionally meaningful way to assess these competencies.

Special Considerations for Testing the Handicapped

Vocational evaluators may deviate from standardized procedures to accommodate the needs of the student so long as any deviations are noted in the assessment report.

The required deviations noted have particular relevance not only in the assessment area but also context of their impact on potential program and instructional options. Again, the emphasis in such an examination needs to be on designing accommodative strategies, not on exclusionary strategies. In fact, with certain handicapped students examiners should deviate from standardized procedures. For example, a student with a manual dexterity problem may not be able to pick up small objects but may be able to

handle large ones; braille or orally presented versions of a test may be needed for a for a blind student; signs/fingerspelling of test items may be required for a hearing-impaired student. Increased awareness of the need for such accommodation and practical suggestions for making such accommodations should be shared with vocational educators.

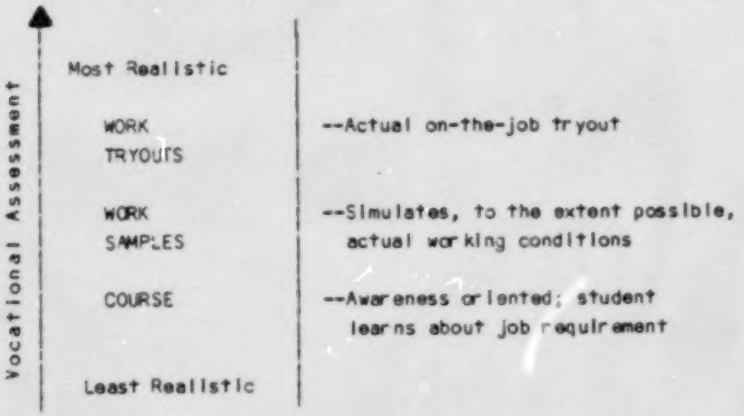
Keep in mind that while adaptations may be needed for many students, the validity and reliability of the original standardized test will be altered when the test is modified. Even with modifications, test conditions for the handicapped are not equal to those for their nonhandicapped classmates. For example, a matching test that is adminstered orally to blind students may require the students to store more information in their minds than is possible for them to handle adequately. Special considerations, then, need to be made when testing handicapped students. Some generally accepted testing practices recommended by professionals with expertise in testing and assessing handicapped students include the following:

- Determine the degree of handicap and its effect on the student's understanding and performance
- Use practice items to ensure understanding of procedures
- Minimize anxiety by administering easier items first
- Administer performance items first if the handicap limits verbal ability, and verbal items first if the handicap limits performance ability

- Arrange physical surroundings to accommodate the handicap
- Allow extended time limits if the test is measuring capacity for performance of a task
- Shorten test periods to accommodate fatigue

Selected Methods for Informal Vocational Assessment

The work tryout, work sample, and vocational course tryout are three assessment techniques most relevant to vocational education.



Work tryouts. This method of vocational assessment is perhaps the most realistic in terms of assessment of work behavior as well as work aptitudes. Selection of a work tryout station in an on-the-job setting should be based on the best available data gathered as a result of other aspects of the total vocational assessment. The vocational evaluator will have a good opportunity to observe attention span and work

tolerance, grooming, maturity, neatness, punctuality, reaction to frustration and stress, need for supervision, emotional stability, and self-confidence. However, some students may not be able to deal with the stress that accompanies an on-the-job try-out. The alternative of work samples may need to be considered.

Work Samples. If a student is not ready for a work tryout, the next best assessment technique is one that most nearly replicates actual working conditions. In the work sample approach, the student is confronted with a realistic work task and is given written or oral directions on how to do it. Tools and materials with which to work are provided, and students may be shown a finished product. The task is usually based on an analysis of an actual job. Tasks must be presented in a controlled environment in a standardized manner to enhance validity. Comprehensive batteries of work samples are known as vocational evaluation systems. Several of the more widely used systems are described in Appendix A. The purpose of vocational evaluation systemsis to provide a hands-on approach to the assessment of vocational strengths, weaknesses, interests, and potentials. Work samples are more motivating, less anxiety producing, and more appropriate for persons with cultural differences and language difficulties than are most tests. They enable students to gain a better appreciation of the realities of work and they provide an opportunity for self-evaluation.

BENEFITS & DISADVANTAGES OF WORK SAMPLES

Benefits	Disadvantages
Students can experience and feel what it is like to perform specific work tasks.	Some work samples may not be appropriate for certain types of disabilities.
Consequences of a vocational choice become immediately known to the students.	Validity and reliability problems may exist due to the difficulty of establishing norms upon which to compare performance.
Students begin thinking seriously about their future when confronted with an actual work task.	Developing work samples or purchasing comprehensive vocational evaluation systems may be expensive.
Students can be prompted to do further reading on specific jobs related to specific interests and tasks explored.	Availability of samples to cover all the major vocational occupations is a problem. Present systems include semi-skilled, skilled, or clerical tasks, but do not provide for professional, semi-professional, and managerial occupations.
Simulations can be tried out without the pressure encountered in actual work environment.	Work samples require updating to keep pace with changes in various occupations.
Strengths and weaknesses can be identified while students are still in school.	Work samples require space. Physical storage of the various evaluation systems may be a problem.
Reality of the simulations motivate students to learn academic skills because they see why it is necessary to read, write, and compute.	Many systems require training before they can be used by evaluators.
Provides an alternative to verbal and abstract classroom materials.	

Vocational course tryouts. When most aspects of the assessment are complete, the counselor may want to assist students in selecting vocational classes they may wish to try out. The value of vocational course tryouts is that students become more aware of the vocabulary and training requirements of a particular occupational area and can determine more realistically whether they have the aptitude and interests for participation in a particular preparation program.

Here are some suggested methods for conducting class tryouts:

- Place the student in a regular vocational education course when an introductory unit with well-defined parameters is being taught.
- Develop special courses for handicapped students that include exploratory "hands-on" activities in the nine occupational areas of vocational education.
- Provide self-contained vocational exploration simulations that replicate actual job requirements and that are self-instructional.

Opportunities for course tryouts are expanded in the context of the school district's kindergarten through twelfth grade program for career development. Thus, the CSET should have, over an extended period of time, sufficient opportunities to assess skills typically measured through course tryouts. The vocational educator becomes a key member of the CSET in terms of contributing assessment data typically measured through work samples and work tryouts.

Developing the IEP

The process of individualizing an educational program requires that a student be evaluated so that reasonable statements about the student's levels of functioning can be incorporated into the programming process. Evaluation must be first performed in any curricular area determined appropriate for instruction. Thus, vocational education assessment should be completed for a student as placement decisions are considered. Preceding placement in a secondary vocational or occupationally related program, the CSET gathers information from all available sources, including: health records; guidance records; parent interviews; interest inventories; records of academic, social maturity, and psychomotor skills; and records of the student's participation in career development activities.

As the CSET begins to reach closure on potential vocational training course options, it is the responsibility of the CSET to assure that input is provided to the evaluation process by a vocational educator familiar with the general competencies required to attain success at the job entry level of various program options. This input may be provided at the school or district level. While it may be necessary in a few cases to assess the student's level of functioning in specific course-related competencies at the job-entry level prior to placement, in general such assessment becomes the responsibility of the vocational educator with such information then incorporated into the development of subsequent IEPs.

Preparing The Vocational Assessment Report

Following a comprehensive vocational assessment of a student, a report should be prepared that reflects the state of the student's vocational aptitudes, interests, assets, limitations, and special needs for vocational placement. Several items should be kept in mind when preparing the assessment report:

- Develop and use standardized forms. They help ensure comprehensiveness and can provide baseline data to monitor progress. (The regular CSET or IEP forms should be used.)
- Give concise information for determining the student's potential placement for appropriate vocational education.
- Prepare the report with full knowledge that parents, school personnel, and other members of the IEP team will read and use the report.
- Avoid unfounded judgments. Report in clear, objective style.

Components of the Assessment Report

The various elements of the assessment report include the following:

- Academic readiness skills
- Specific traits assessed (such as behavior, aptitude, and motor functioning)
- Results of the various components of assessment, such as progress in a career development curriculum, work sample results, production records from workshop or prevocational activities, results of exploratory course tryouts, and results of vocational counseling
- Specific problems in various areas of assessment

- Major assets
- Determination of current potential for vocational training and placement
- Supportive needs required to achieve vocational success (medical help, psychological counseling, social skills development, academic remediation)
- Physical modifications of equipment and facilities that are needed in the vocational training area
- Recommendations for follow-up services
- Recommendations for continued vocational training and placement support.

As indicated previously, the assessment input of the vocational educator to reports generated following the initial vocational education placement becomes of critical importance, particularly in terms of refining course selections, adapting instructional strategies, and determining appropriate supportive services.

SPECIFIC ROLE RESPONSIBILITIES

Specific Responsibilities Grid

In order to assist the school personnel in accomplishing their tasks, the School District of Philadelphia and the Alliance staff have developed a specific responsibility grid. The grid consists of five columns. These columns provide the faculty/staff member with descriptions of the elements necessary to meet handicapped students' needs under a given circumstance. The five column headings are as follows:

1. Initiation of Task--This column presents a specific situation to which the faculty/staff member needs to react.

2. Task Description--This column presents the specific task that must be performed, given the situation identified in the first column.

3. Tools and Equipment--This column presents specific items (records, tests, assessments, standards, guidelines, etc.) that will be needed to accomplish the tasks described in column two.

4. Personnel Interface--This column assists the faculty/staff member in identifying those people who should be involved directly or indirectly in accomplishing the task described in column two.

5. Specific Outcomes--This column provides the faculty/staff member with specific information that needs to be obtained, or a specific activity that should be accomplished through the task described in column two.

This grid presentation enables the faculty/staff person to see at a glance what is needed, under what circumstance, and how to accomplish the specific task.

JOB TITLE Child Study Evaluation Team members

DEPARTMENT District and School Staff

Initiation of Task	Task Description
1. • Two vear CSET reevaluation schedule • Annual IEP review • Parental request • Newly enrolled student • Instructional or administrative staff request	1. Gather background information and review information about the student
2. Pupil's assessment plan	2. • Conduct educational evaluation in reference to curriculum • Conduct interest inventory • Assess work-related behavior such as personal maintenance skills, social skills, communication skills and community skills • Assess work skills relative to areas of interest

REPORTS TO School Principal

CLIENTELE Handicapped Students

Tools/Equipment	Personnel Interface	Specific Outcome
1. School records including academic records, family history, medical records, psychological records and attendance records	1. CSET may include: • principal • parent(s) • counselor • nurse • physician • instructional advisor • psychologist • home and school visitor • teacher(s)/special, vocational and regular • therapists • other administrative and supervisory personnel • vocational evaluator	1. CSET delineates an assessment plan for the student
2. • reading skills inventory • math skills inventory • interest inventories • interview • direct observation • standardized inventories • curriculum guidelines	2. • teachers • student • counselor • parent(s) • vocational education evaluator • therapists • CSET members • specialists, as needed • vocational education representative from area of interest	2. • Description of student's present level(s) of functioning in math and reading • Profile of student's career development and vocational interests • Description of student's present level of functioning in work-related behaviors

JOB TITLE Vocational Education Evaluators

DEPARTMENT Division of Career Education
Division of Special Education

Initiation of Task	Task Description
1. • Student requires specific vocational assessment (needs not identified or unsure of preference)	1. • Assess cognitive skills in the areas of reading and math • Assess student's work preferences by job matching • Provide work samples to identify strengths and weaknesses in work-related skills, habits and attitudes
	2. • Assess job seeking, job keeping, employability and living skills including reading, computation, listening, speaking and writing skills
	3. • At the end of the formal vocational evaluation period conduct student conferences

REPORTS TO Director of Vocational Education, Instructional Services

CLIENTELE Handicapped Students

Tools/Equipment	Personnel Interface	Specific Outcome
1. • use of work samples • GATB (General Aptitude Test Battery) • WRAT (Wide Range Achievement Test) • COATS (Comprehensive Occupational Assessment and Training System) • simulated experiences of work cluster areas	1. • CSET • vocational education evaluator • student	1. • Determination of student's current level • Determination of student's preference • Identification of job titles within cluster which may be suitable for student
2. Ecological inventories	2. • CSET • vocational education evaluator • student	2. Identification of student's appropriate vocational placement according to demonstrated skills and interests
3. • interview • records/ reports from observations, work samples and inventories	3. • counselor • student • parent(s)	3. • Determination of level of self-awareness • Sharing of information with student and parent

JOB TITLE Vocational Education Evaluators

DEPARTMENT Division of Career Education

Division of Special Education

Initiation of Task	Task Description

REPORTS TO Director of Vocational Education, Instructional Services

CLIENTELE Handicapped Student

Tools/Equipment	Personnel Interface	Specific Outcome
2. • comparison of student's skills with entry level skills in areas of interest • on-site visitation/exploration • formal work sampling/situational assessment • counseling		2. • Determination of feasibility of preferred placement

SUMMARY

The student evaluation will affect the supportive services that will be available, the amount of restriction prescribed for the student's educational program, and the type of skill the student is encouraged to develop, as well as many other aspects of the individual's physical and psychological environment. The CSET, while preparing the IEP, takes into account the evaluation data on the student's physical and mental strengths and weaknesses. The specific responsibility grids give the Evaluators and CSET team members some practical help in carrying out their responsibilities.

SELECTED READINGS

SELECTED READINGS

Child Study Evaluation Team Resource Handbook. Guidelines for Conducting the Team Meeting. Philadelphia: The School District of Philadelphia, Division of Special Education.

Peterson, Maria. Serving Handicapped Students in Vocational Education: A Guide for Counselors. Information Series 186. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1979.

Pruitt, Walter. Vocational Work Evaluation. Menomonie, WI: Walt Pruitt Associates, 1977.

Puzzled about Educating Special Needs Students? A Handbook on Modifying Vocational Curricula for Handicapped Students. Madison, WI: Wisconsin Vocational Studies Center, May 1980.

Reach - Vocational Handbook for Mainstreaming. Gibsonia, PA: Western Pennsylvania Special Education Resource Center.

Vocational Evaluation and Work Adjustment Association. Vocational Evaluation Project Final Report. Menomonie: University of Wisconsin-Stout, 1975.

Wernimont, P., and Campbell, J. "Signs, Samples, and Criteria." Journal of Applied Psychology 52 (1968): 372-376.

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APPENDIX

TEN VOCATIONAL EVALUATION SYSTEMS

Comprehensive Occupational Assessment and Training System (COATS)	Four major components: Living Skills, Work Samples, Job Matching System, and Employability Attitudes. Work samples can be administered in one audiovisual station, are individualized, self-paced, computer scored, and assess the individual's interest, performance capability, and general behavior relative to job clusters such as: sales, food preparation, barbering/cosmetology, small engines.
Hester Evaluation System (H.E.S.) Goodwill Industries 120 South Ashland Blvd. Chicago, IL 60607	Based on the Data-People-Things levels of the D.O.T., this system consists of twenty-six separate tests measuring twenty-eight independent ability factors. Performance tests can be administered in five hours by a competent technician who has been formally trained in use of the system in two three-day sessions in Chicago. Test results can be processed by the computer center and the printout relates results to job possibilities listed in the D.O.T.
Jewish Employment and Vocational Service(JEVS) Work Samples Jewish Employment and Vocational Service 1913 Walnut Street Philadelphia, PA 19103	The twenty-eight work samples in this system were originally intended for use with culturally disadvantaged youth but have also been successfully used with many physically, emotionally, and mentally handicapped individuals. Exposes students to a variety of vocational possibilities. Also relates findings to D.O.T. A two-week training session is required for those who purchase the system.
McCarron-Dial Work Evaluation System Commercial Marketing Enterprises 11300 North Central Dallas, TX 75231	System attempts to assess the individual's ability to function in one of five program areas: day care, work activities, extended sheltered employment, transitional sheltered employment, and community employment. The first three factors can be assessed in one day. Two weeks of systematic observation in a work setting are required for the other two factors. Training of one to two weeks is required.

MICRO-TOWER Institute for Crippled & Disabled 340 East Twenty-Fourth Street New York, NY 10010	A cue-stop cassette tape unit presents the instructions, and a photobook is used to illustrate related occupations and various steps within the thirteen work samples for individuals with mild (educable) retardation through the normal range, adolescents, and adults. The work samples are: bottle capping and packing, graphics illustration, making change, message taking, zip coding, payroll computation, electronic connector assembly, record checking, blueprint reading, filing, want ads comprehension, mail sorting, and lamp assembly. A learning period is permitted before evaluation--an appealing feature for individuals with learning problems. The entire evaluation takes three to five days.
The Singer Vocational Evaluation System Singer Education Division 80 Commerce Drive Rochester, NY 14623	Reading is not required as this system uses audiovisual techniques to transmit instructions at a series of sampling stations. Some of the work stations are: sample making; bench assembly; drafting; electrical wiring; plumbing and pipefitting; carpentry and woodworking; refrigeration, heating, and air conditioning; soldering and welding; sales processing; needle work; cooking and baking; small engine service; medical service; cosmetology; data calculation and recording; soil testing; photo lab technician; and production machine operating. Each system measures both interest and aptitude. Training in administration is not required but strongly suggested.
Talent Assessment Program (T.A.P.) Milton Nighswonger 703 Colby Avenue Des Moines, IA 50311	This system of ten work samples was developed to assess the individual's functional characteristics applicable to work in industrial, technical, and service areas. Several individuals can be tested at the same time and the test can be administered in about two hours. Directions are given orally. The system consists of a battery of perceptual and dexterity tests that measure fine and gross finger dexterity, visual and tactile discrimination, and retention of detail. Training is required to use the system and takes one and a half days.

The Valpar Component Work Sample Series 655 N. Alvernon Way Tucson, AZ 85716	The sixteen work samples are: small tools, size discrimination, numerical sorting, upper extremity range of motion, clerical comprehension and Valpar Corporation aptitude, independent problem solving, multilevel sorting, simulated assembly, whole body range of motion, tri-level measurement, eye-hand-foot coordination, soldering and inspection, money handling, integrated peer performance, electrical circuitry and print reading, and drafting. The samples are keyed to the Worker Trait Arrangement on the D.O.T. Two weeks of training is recommended but not required.
Vocational Information and Evaluation Work Samples (VIEWS) Jewish Educational and Vocational Service 1913 Walnut Street Philadelphia, PA 19103	Consists of a battery of hands-on activities in a simulated work environment to assess work potential of persons with learning disabilities and mental retardation. Does not require reading ability, and incorporates the use of demonstration, practice, and repeated instruction to gain insight into the individual learning style and relates it to future instructional experiences. Reveals changes in learning and performance quality and rates while assessing vocational potential. Training in the system is required.
Wide-Range Employment Sample Test (WREST) Guidance Associates of Delaware 1526 Gilpin Avenue Wilmington, DE 19806	Its primary purpose is to evaluate dexterity and perceptual abilities. Consists of ten work samples: single and double folding, pasting, labeling, and stuffing; stapling; bottle packaging; rice measuring; screw assembly; tag stringing; swatch pasting; collating; color and shade matching; and pattern making. Administration time is about one and one half hours for individuals and two hours for groups. Industrial norms, short administration time, and precise instructions are its strengths. Useful for moderately and mildly limited persons. No training is required for its purchase.

ANNOTATED BIBLIOGRAPHY

Entries in this bibliography were collected and catalogued for use by vocational evaluators in the Philadelphia School District. The objectives are to provide assistance

- in the identification of materials to be utilized for both general curricula and specialized programs;

- locating materials that present procedures and methods for serving both special education and vocational education.

Entries in this bibliography were identified through literature searches of the Educational Resources Information Center (ERIC) Clearinghouse, which consists of

- articles from over 700 journals indexed by the Current Index to Journals in Education (CIJE) and

- research reports, papers, bibliographies, and books indexed by Resources in Education (RIE).

Insofar as possible, each catalog entry gives the title, developing institution or author with address, date, number of pages, and price. An abstract follows which is drawn, in most cases, directly from the ERIC entry. Entries with an "ED" number includedmay be obtained in microfiche (MF) or hard copy (HC) from the ERIC Document Reproduction Service, Leasco Information Products, 4827 Rugby Avenue, Bethesda, Maryland, 20014.

ED153046 08 CE013752

Evaluation and Placement.

Schwartz, Stuart E.

Florida Univ., Gainesville, Coll. of Education.

.7197 22 p.: Photographs throughout booklet may not reproduce well; For related documents see CE 015 749-754

Sponsoring Agency: Office of Education (DHEW), Washington, D C.

Bureau No.: 498AH60166

Grant No.: G007604050

EDRS Price - MF01/PC01 Plus Postage

Language: English

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIESEP78

One of five booklets designed to help vocational education teachers and administrators relate more effectively to handicapped students in their classrooms. This booklet discusses the role of medical, social, educational, and psychological testsin estimating a handicapped student's potential and in designing an appropriate vocational program. Specific topics discussed include the following: work evaluation programs, work evaluation systems, work experience programs, work experience settings, advisory committee, and advisory council. A self-test is included for pre- and posttest evaluation. (TA)

ED179570 TM009850

Correlation of School Instructional Materials to the Social and Prevocational Information Battery.

Texas Education Agency, Austin, Learning Resource Center.

May 1979 62 p.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: TEACHING GUIDE (052); BIBLIOGRAPHY (131)

Geographic Source: U.S./Texas

Journal Announcement: RIEAPR80

Government: State

Selected curricula and instructional resources are correlated to items within each subtest of the Social and Prevocational Information Battery (SPIB). SPIB tests include purchasing habits; budgeting; banking; job-related behavior; job search skills; home management; health care; hygiene and grooming; and functional sign reading. The selections are representative of materials available commercially to train handicapped students and more intended as guidelines in developing Individual Education Programs (IEP). The information is contained in three columns: (1) the name of the SPIB subtest and related items; (2) names of curricula related to the test items; and (3) instructional resources which pertain to a subskill in the test area. The columns for curricula and resources are not interrelated but each is relevant to the test area Bibliographic information on the curricula and publishers' addresses are appended. (MH)

ED193514 CE026996

Identification and Validation of Criteria Used for Determining the Best Training Setting for Persons with Handicaps. Final Report.

Evans, Rupert N.; and Others

Illinois Univ., Urbana, Coll. of Education

30 Jun 1980 260 p : Appendix materials will not reproduce well due to small print. For a related document see ED 187 902.

Sponsoring Agency: Illinois State Board of Education, Springfield; Illinois State Bureau of Educational Research, Urbana.

Contract No.: R-31-20-x-0275-164

EDRS Price - MF01/PC11 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S./Illinois

Journal Announcement: RIEMAR81

This document presents the final report of a study of the best ways to serve persons with handicaps in preparation for work. Chapter 1 provides background and identification of research questions and the research hypothesis to be tested. It outlines major tasks of the study: (1) identify criteria used by training authorities to select the training setting for handicapped persons, (2) gain opinions of "impaired" workers as to where their job competencies were best developed, and (3) identify criteria which advocates presumed should be used when selecting training settings. The second chapter reviews literature addressing barriers that hinder the training of persons with handicaps, roles of persons with handicaps in contemporary society, and an in-depth discussion of the criteria assessed in this study. Chapter 3 is divided into five sections describing methods and procedures used in each of the three sub-studies (authority, worker, advocate), quality controls imposed, and statistical procedures. Chapter 4 reports findings that indicated that most of the revised criteria were considered to have been used or should have been used in selection of training settings. Chapter 5 provides summary, conclusions, and recommendations for future research. Appendixes, amounting toapproximately one-half of the report, include the questionnaires and procedural guides (YLB)

ED170451 CE018582

Mainstreaming Handicapped Students in Vocational Education: An Administrator's Guide.

Brolin, Donn; And Others

Missouri State Dept. of Elementary and Secondary Education, Jefferson City, Missouri Univ , Columbia, Dept. of Counseling and Personnel Services.

Jun 1978 105 p.: For a related document see CE 018 584; some pages may not reproduce clearly due to colored background

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055); GENERAL REFERENCE (130)

Geographic Source: U.S./Missouri

Journal Announcement: RIEOCT79

Eight sections of information concerning vocational education for handicapped students are provided in this guide designed for administrators of vocational education programs. Section I presents an overview of three federal laws affecting vocational education. The identification of handicapped students by local school districts is discussed in Section II. Included in this section are the Missouri definitions for handicapping conditions. The role and responsibility of a vocational resource educator (VRE) as a person who has expertise in special and vocational education is discussed in Section III. A copy of a questionnaire and the analyses of results of a study undertaken to determine the need for a VRE are also provided in this section. Staff development considerations and suggestions are presented in Section IV, while Section V describes considerations for vocational programming for handicapped students. Also described are four exemplary vocational education programs in the United States. Considerations for mainstreaming students with handicaps are provided in Section VI. Topics include the least restrictive environment, individualized education program (IEP), and accommodating students (eligibility requirements, physical environment, curriculum, time, and equipment). Legislation of hiring practices, job development, pre-employment skills, job placement, and follow-up are discussed in Section VII. Finally, Section VIII describes sources of assistance to aid in the process of mainstreaming. Missouri state and local resources are discussed. Also included is a list of national organizations. (JH)

ED170452 CE018584

Mainstreaming Handicapped Students in Vocational Education: A Resource Guide for Vocational Educators.

Brolin, Donn; And Others

Missouri State Dept. of Elementary and Secondary Education, Jefferson City, Missouri Univ., Columbia, Dept. of Counseling and Personnel Services.

Jun 1978 86 p.; For a related document see CE 018 582. Some pages may not reproduce clearly due to colored background.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: TEACHING GUIDE (052); BIBLIOGRAPHY (131)

Geographic Source: U.S./Missouri

Journal Announcement: RIEOCT79

Designed for vocational educators, seven sections of information concerning vocational education for students with handicaps are provided in this resource guide. Section I provides an overview of major federal legislation, the Individualized Education Program (IEP), and definitions of specific handicaps as defined by Missouri statutes. Section II describes the role and function of a vocational resource educator. Guidelines and considerations for vocational assessment and evaluation are presented in Section III. Also included in this section is an annotated bibliography of various assessment instruments (aptitude, interest, and work evaluation). Section IV discusses four areas of concern for accommodating handicapped students: physical environment, curriculum, time requirements, and equipment and materials. Instructional considerations for teaching handicapped students are presented in Section V. Topics include the IEP, preparing the classroom environment for mainstreaming, Teaching techniques for specific handicapping conditions, classroom organization and management, and community and parent involvement. Section VI discusses job placement, employment, and follow-up. The concluding section contains a list of resource materials (books, guides, bibliographies) and a list of directories of services and materials. (JH)

ED187051 EC124316

Prevocational Assessment and Programming for Visually Impaired Learners.

Eaves, Ronald C.; McLaughlin, Phillip J.

Apr 1980 57 p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, Pa, April, 1980, Session T-32). This Paper was prepared as part of a University of Georgia curriculum development project at the Georgia Academy for the Blind in Macon, Georgia. Some tables may be marginally legible.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: TEACHING GUIDE (052); CONFERENCE PAPER (150)

Geographic Source: U.S./Georgia

Journal Announcement: RIEOCT80

The paper examines aspects of prevocational program development for visually impared students (physical setting, task selection, teacher behaviors, trainee behaviors, discrimination deficits, sensory motor deficits, slow motor behavior, and interfering behaviors). Five assessment areas are listed, including amount of teacher assistance required, number of trials to criterion, and number of steps acquired independently in task analysis for each target objective. Instructional techniques are specified for typical training problems, and general treatment strategies are also addressed. The remainder of the paper is composed of information on teaching procedures for general work habits (including safety awareness, response to instructions, and rate and quality of work) and for specific contract work (metal company contract, stuffed toy and pillow business, and wooden toy business). (C.)

ED176031 CE021369

A System for the Identification, Assessment and Evaluation of the Special Needs Learner in Vocational Education.

Wentling, Tim L.; and Others

Illinois Univ., Urbana, Bureau of Educational Research.

.7198. 235 p.; Some pages may not reproduce well due to light print

Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No.: 498AH60062

Grant No.: G007604835

EDRS Price - MF01/PC10 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055); TEACHING GUIDE (052)

Geographic Source: U.S /Illinois

Journal Announcement: RIEFEB80

This resource package contains an administrator's manual and nine instructor guides designed to assist local education agency personnel in the development of functional and systematic procedures for identifying and assessing the needs of special students enrolled in vocational education programs. The administrator's manual provides a description of the three-phase identification and assessment system and suggests procedures for implementation and evaluation. The first instructor's guide presents a description of the system and briefly describes how the information offered in Guides 2-9 fits together to provide a workable structure for the continuous assessment of student needs and progress in vocational education. The remaining eight instructor guides provide guidelines for the following activites: identifying students with special needs (Guide #2); assessing the student's present level(s) of performance (Guide #3); preparing an individualized vocational plan (Guide #4); using the training plan in concurrent work education programs (Guide #5); assessing vocational skill development (Guide #6); monitoring the student's individualized vocational plan (Guide #7); conducting student follow-up (Guide #8); and conducting employer follow-up (Guide #9). Guides 2-9 also include sample reports and related forms. (BM)

EJ123896 CG509142

Vocational Appraisal of the EMR Adolescent: An Exploratory Study of a Public School Class

Shelton, Jeffrey

Journal of the International Association of Pupil Personnel Workers, 11, 4, 156-158 and 205-206 1975.

Language: English

In this study male students in an educable mentally retarded class were administered the VISA, a reading-free measure of job sophistication and interests. Results were seen as potentially useful for (a) assessment of group needs prior to a curriculum block on vocational awareness, and (b) vocational planning with individual students.

Andrew, J.D., and Dickerson, L.R. (Eds.). Vocational evaluation: A resource manual. Menomonie, Wisconsin: University of Wisconsin-Stout, Department of Rehabilitation and Manpower Services, Research and Training Center, 1973.

These authors have edited a resource manual designed for use either as a resource book for professionals or as a component of inservice training. Suggested activities are also included for use by anyone conducting inservice training programs. Topics covered in the manual include evaluation referral and feedback, evaluation results and employability, behavior identification and analysis, job analysis, feedback interviewing, and issues in the development of a situational assessment program.

Botterbusch, K. A comparison of seven vocational evaluation systems. Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, 1976.

This publication compares the TOWER system, Philadelphia JEVS Work Sample Battery, Singer Vocational Evaluation System, Talent Assessment Programs, Wide Range Employment Sample Test, McCarron-Dial Evaluation System, and the VALPAR Component work sample series. Comparison points include information about the developer, organization of the system, process followed, administration procedures, scoring and norms, client observation, reporting, purposes, training required, and technical considerations.

Botterbusch, K. A Comparison of four vocational evaluation systems. Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, 1977.

This publication compares the COATS, Hester, Micro-TOWER and VIEWS vocational evaluation systems. Comparison points include information about the developer, organization of the system, process followed, administration procedures, scoring and norms, client observation, reporting, purposes, training required, and technical considerations.

Brouillet, F.B. Competency-based model for the handicapped: Adult living skills and vocational preparation. Olympia, Washington: Office of the State Superintendent of Public Instruction, 1978.

This manual presents the philosophy and development of a competency-based model Occupation Preparation Guide for pre-school up to age 21. The guide includes sections on the field-test program, the prerequisite skill inventory, assessment, task analysis, independent living and employment skills, and referral agencies. The key to this program is the determination of the essential skills needed for employment and independent living.

Bureau of Education Research. A system for the identification, assessment, and evaluation of the special needs learner in vocational education. Urbana-Champaign, Illinois: Bureau of Education Research, 1978.

The Bureau of Education Research developed an identification and assessment system for special needs learners in vocational education. The system consists of an administrator's manual plus the nine units of the system. The entire set is packaged in a loose-leaf binder. The nine units of the system cover the following areas: a) introduction to the identification and assessment system; b) procedures for identifying students with special needs; c) strategies for assessing the student's present level(s) of performance; d) preparing an idividualized vocational plan e) using the training plan in concurrent work-education programs; f) assessing vocational skill development; g) monitoring the student's individualized vocational plan; h) conducting student follow-up; and i) conducting employer follow-up.

Droege, R.C., and Mugaas, H.D. The USES testing program. In B. Bolton (Ed.). Handbook of measurements and evaluation in rehabilitation. Baltimore: University Park Press, 1976.

This is a look at the test research program services provided by the United States Employment Service. Explored are various types of occupational tests used, and their specialized application to different handicapped groups, namely, the deaf, the mentally retarded and the educationally deficient.

Dunn, D.J. Situational assessment: Models for the future. Menomonie, Wisconson: University of Wisconsin-Stout, 1973.

The author presents various theoretical approaches to the process of using situational assessment. Although the focus of the form is on the use of situational assessment in rehabilitation facilities, the concepts which are presented could be adopted profitably by education agencies.

Esser, T.J. Effective report writing in vocational evaluation and work adjustment programs. Menomonie, Wisconsin: University of Wisconsin-Stout, Department of Rehabilitation and Manpower Services, Materials Development Center, 1974.

Esser has developed a guidebook designed to enhance effective report writing in vocational evaluation and work adjustment programs. In it he discusses common problems found in vocational assessment reports and suggests a reporting format which might help overcome these problems.

Esser, T.J. Client rating instruments for use in vocational rehabilitation agencies. Menomonie, Wisconsin: University of Wisconsin-Stout, 1975.

This publication discusses some reasons for using them, and considerations for selecting scales from those which are commercially available. Eleven such scales are included in the publication.

Fry, R.R. (Ed.). Work evaluation and adjustment: An annotated bibliography, 1978 supplement. Menomonie, Wisconsin: Stout Vocational Rehabilitation Institute (Material Development Center), University of Wisconsin-Stout, 1978.

This bibliography includes relevant rehabilitation literature on work evaluation and adjustment compiled in 1978. The catalogue is supplemental to the annotated bibliography on work evaluation and adjustment (1947-1977) developed by the Materials Development Center at the Stout Vocational Rehabilitation Institute in 1978.

Fry, R.R. (Ed.). Work evaluation and adjustment: An annotated bibliography, 1947-1977. Menomonie, Wisconsin: Stout Vocational Rehabilitation Institute (Material Development Center), University of Wisconsin-Stout, 1978.

This bibliography provides an extensive review of relevant rehabilitation literature pertaining to work evaluation and adjustment. The resources listed in the bibliography are available on loan from the Stout Vocational Rehabilitation Institute.

Giles, M.T. Individual learning disabilities: Classroom screening instrument. Adolescent level: Grades 4 through 12. Administration and scoring manual with remedial suggestions. Evergreen, Colorado: Learning Pathways, Inc. 1973.

The purpose of this screening instrument is not to diagnose, but to provide preliminary and very early identification of students with possible learning problems. It is intended to help the teacher assess the areas in which a student may be having learning difficulties.

Illinois State University. Meeting the work training needs of special students in high school vocational/occupational education programs. Normal, Illinois: Department of Special Education, Special Education Instructional Materials Laboratory, Illinois State University, 1977.

This notebook is made up of 10 modules: 1) orientation to the student with special needs for vocational occupational education; 2) work adjustment training; 3) job analysis strategies for vocational/occupational teachers; 5) behavior management; 6) teaching strategies; 7) educational/vocational prescriptive programs; 8) community and analysis strategies; 9) job placement; and 10) state and local support services.

Iowa Department of Public Instruction. Vocational assessment systems: Application in programs serving special needs populations. Des Moines, Iowa. Iowa Department of Public Instruction, 1973.

In 1973, The Iowa Department of Public Instruction sponsored a workshop which addressed issues surrounding the use of vocational assessment systems in programs which served special needs populations. The document summarizing the conference presents summaries of presentations which covered not only general topics such as "Vocational Assessment: What Can Be Gained From It" and "Assessment Systems in Career Development Programs" but also presentations on individual assessment tools such as the Singer Graflex system, the JEVS system, the TOWER, the Wide Range Employment Sample Test, and the Talent Assessment Tests.

Levine, S., and Elzey, F.F. San Francisco vocational competency scale. New York: The Psychological Corporation, 1968.

Levine and Elzy (1968) developed the San Francisco Vocational Competency Scale to provide an instrument designed to measure the vocational competency of individuals whose primary disability is mental retardation. They indicate that the scale should not be used with persons under 18 years of age and is not applicable to individuals with severe hearing, visual or motor impairments. The scale consists of thirty items; each item contains four or five options which range from a low level of competence (1) to a high level of competence (4 or 5). The levels are cumulative in that an individual who is rated 5 on an item is presumed to be able to perform at all preceding levels. The scale is intended to measure actual performance and not presumptive ability. Each individual is to be rated at the level at which he or she characteristically performs at present. The authors state in the manual that they developed the scale with five uses in mind: 1) selection of mentally retarded individuals for training in semi-independent or sheltered situations; 2) assessment of an individual's status at a particular time; 3) judgment of growth in vocational competence over a period of time; 4) study of the relative efficacy of different training methods; 5) screening of mentally retarded individuals for placement in independent work situations. The items of the scale encompass four dimensions of vocational competence: motor skills, cognition, responsibility, and social-emotional behavior. To use the scale, no special test situation need to be established, nor must a psychologist

administer the scale. The scale can be completed by someone familiar with the evaluee's characteristic performance.

Maryland Department of Education. Vocational evaluation in Maryland public schools: A model guide for student assessment. Annapolis: Maryland Department of Education, 1977

This publication provides a model guide for the vocational assessment of handicapped students. The publication also provides a detailed job description for a paraprofessional level job entitled Vocational Evaluation Technician. In addition, several sample evaluation reports including descriptive data about the evaluees, test results, and recommendations are provided. Finally, the publication provides a guideline for guidance counselors to assist them in establishing a working relationship with vocational evaluators when striving to integrate a vocational evaluation into the total range of services provided to a handicapped student in and educational setting.

Materials Development Center. Suggested publications for developing an agency library on work evaluation, adjustment, and facility management. Menomonie, Wisconsin: Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, 1979.

This report identifies a selection of documents emphasizing vocational evaluation and adjustment and rehabilitation facility management. The compilation is intended as a guide for rehabilitation facilities attempting to establish reference libraries.

Parnicky, J.J., and Presnall, D.M. Interest inventories and the retarded. Rehabilitation Counseling Bulletin, December, 1976, 118-128.

This article discusses two measures designed to assess the vocational interests of retarded people: the Vocational Interest and Sophistication Assessment (VISA) and the Reading-Free Vocational Interest Inventory (RFII).

U.S Department of Health, Education and Welfare. Resurge '79: Manual for identifying, classifying and serving the disadvantaged and handicapped under the vocational education amendments of 1976 (P.L. 94-482). Washington, D.C.: U.S. Dept of Health, Education and Welfare, 1979

The purpose of this publication is to provide resource information for State staff in planning, implementing and evaluating programs and services for students with special needs. The document is also designed to serve as a basis for compatibility in reporting enrollments and other pertinent information about vocational education programs for special needs students.

Vocational Evaluation and Work Adjustment Association. Vocational evaluation project final report. Menomonie, Wisconsin: University of Wisconsin-Stout, 1975.

This is a compilation of major ideas from reports of seven V.E.W.A.A. task forces originally published as special issues of The Vocational Evaluation and Work Adjustment Bulletin, Volume 8, July, August, and September, 1975.

Walls, R.T., and Werner, T.J. Vocational behavior checklists. Mental Retardation, August, 1977, 30-33.

In this article, the authors reviewed, categorized and evaluated 39 behavior checklists containing behavioral descriptions related to prevocational, vocational, occupational and work behaviors. The authors categorized the scales' items into eight subclasses of vocational behavior: prevocational skills, job-seeking skills, interview skills, job-related skills, union-financial-security skills, and specific-job skills. The authors also discussed strategies for selecting and utilizing vocational behavior checklists for assessment and training.